

U.S. DEPARTMENT OF COMMERCE National Oceanic and Atmospheric Administration NOAA FORM 56-6A (Rev.11-2005)		<b>NOAA COMMISSIONED CORPS OFFICER EVALUATION REPORT (OER)</b>				VALIDATION:			
1. ADMINISTRATIVE DATA									
a. LAST NAME, FIRST NAME, MIDDLE INITIAL				b. LAST 4 DIGITS OF SSN		c. GRADE	d. DATE OF RANK		
e. UNIT (Name and Location)				f. OPFAC	g. DAYS NOT OBSERVED 1. LV :      2. OTHER :		h. DATE REPORTED		
i. PERIOD OF REPORT  TO	j. OCCASION FOR REPORT (Check only one) 1. Annual/Semiannual      2. Change of Reporting Officer 3. Detachment of Officer      4. Promotion			k. EXCEPTION REPORT (Check if applicable) 1. Special 2. Concurrent		l. DATE SUBMITTED			
2. DESCRIPTION OF DUTIES:									
ATTACHMENTS:									
3. PERFORMANCE OF DUTIES: Measures an officer's ability to manage and accomplish tasks.									
a. PLANNING AND PREPAREDNESS:  Ability to anticipate, determine goals, identify relevant information, set priorities and deadlines, and develop strategies.		1	2	3	4	5	6	7	NO
b. USING RESOURCES:  Ability to manage time, materials, information money, and people (i.e. all NOAA components as well as external publics).		1	2	3	4	5	6	7	NO
c. RESULTS/EFFECTIVENESS:  Quality, quantity, timeliness and impact of work.		1	2	3	4	5	6	7	NO
d. ADAPTABILITY:  Ability to modify work methods and priorities in response to new information, changing conditions, or unexpected obstacles.		1	2	3	4	5	6	7	NO
e. PROFESSIONAL COMPETENCE:  Ability to acquire, apply and share technical and administrative knowledge and skills associated with description of duties. (Includes operational aspects such as marine safety, seamanship, airmanship, etc., as appropriate.)		1	2	3	4	5	6	7	NO

PERFORMANCE COMMENTS:								
4. COMMUNICATION SKILLS: Measures an officer's ability to communicate in a positive, clear, and convincing manner.								
<b>a. SPEAKING AND LISTENING:</b>  Ability to speak effectively and listen to understand.	1	2	3	4	5	6	7	NO
<b>b. WRITING:</b>  Ability to express facts and ideas clearly and convincingly.	1	2	3	4	5	6	7	NO
COMMENTS:								
5. LEADERSHIP SKILLS: Measures an officer's ability to support, develop, direct, and influence others in performing work.								
<b>a. LOOKING OUT FOR PEOPLE:</b>  Ability to consider and respond to personal needs, capabilities, and achievements of others; support for and application of work-life concepts and skills.	1	2	3	4	5	6	7	NO
<b>b. DEVELOPING PEOPLE:</b>  Ability to use coaching, counseling, and training to provide opportunities for the professional development of other personnel.	1	2	3	4	5	6	7	NO

<b>c. DIRECTING PEOPLE:</b>  Ability to influence or direct people in accomplishing tasks or missions.	1	2  Showed difficulty in directing or influencing others. Low or unclear work standards reduced productivity. Failed to hold others accountable for shoddy work or irresponsible actions. Unwilling to delegate authority to increase efficiency of task accomplishment.	3	4  A leader who earned others' support and commitment. Set high work standards; clearly articulated job requirements, expectations and measurement criteria; held others accountable. When appropriate, delegated authority to those directly responsible for the task.	5	6  An inspirational leader who motivated others to achieve results not normally attainable. Won people over rather than imposing will. Clearly articulated vision; empowered others to set goals and objectives to accomplish tasks. Modified leadership styles to best meet challenging situations.	7	NO
<b>d. TEAMWORK:</b>  Ability to manage, lead and participate in teams, encourage cooperation, and develop esprit de corps.	1	2  Used teams ineffectively or at wrong times. Conflicts mismanaged or often left unresolved, resulting in decreased team effectiveness. Excluded team members from vital information. Stifled group discussions or did not contribute productively. Inhibited cross functional cooperation to the detriment of unit or service goals.	3	4  Skillfully used teams to increase unit effectiveness, quality, and service. Resolved or managed group conflict, enhanced cooperation, and involved team members in the decision process. Valued team participant. Effectively negotiated work across functional boundaries to enhance support of broader mutual goals.	5	6  Insightful use of teams raised unit productivity beyond expectations. Inspired high level of esprit de corps, even in difficult situations. Major contributor to team effort. Established relationships and networks across broad range of people and groups, raising accomplishments of mutual goals to a remarkable level.	7	NO
<b>e. WORK PLACE CLIMATE:</b>  Ability to value individual differences and promote an environment of involvement, innovation, open communication and respect.	1	2  Intolerant of individual differences, exhibited discriminatory tendencies toward others. Tolerated or contributed to an uncomfortable or degrading environment. Failed to take responsibility for own words and actions and their impact on others. Failed to support or enforce NOAA human resources policies.	3	4  Sensitive to individual differences. Encouraged open communication and respect. Promoted an environment which values fairness, dignity, creativity, and diverse perspectives. Took responsibility for own words and actions and their impact on others. Fully supported and enforced NOAA human resources policies.	5	6  Excelled at creating an environment of fairness, candor, and respect among individuals of diverse backgrounds and positions. Optimized use of different perspectives and opinions. Quickly took action against behavior inconsistent with NOAA human resources policies, or which detracted from mission accomplishment.	7	NO
<b>f. EVALUATIONS:</b>  The extent to which an officer, as Reported-on Officer and rater, conducted or required others to conduct accurate, timely evaluations for civilian and officer personnel.	1	2  Reports were frequently late. Narratives inaccurate or of poor quality. Failed to uphold service performance standards by assigning accurate marks. Reports required revision or intervention by others. Failed to meet own OES responsibilities as Reported-on Officer.	3	4  Reports consistently submitted on time. Narratives were fair, concise, and contained specific observations of action and impact. Assigned marks against standards. Few reports, if any, returned for revision. Met own OES responsibilities as Reported-on Officer.	5	6  No reports submitted late. Narratives were insightful, of the highest quality, and always supported assigned marks. No report returned for revision. Returned reports to others when appropriate.	7	NO

COMMENTS:

COMMENTS:				
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<b>6. SUPERVISOR AUTHENTICATION</b>				
a. NAME AND SIGNATURE	b. GRADE	c. LAST 4 DIGITS OF SSN	d. TITLE OF POSITION	e. DATE

7. REPORTING OFFICER COMMENTS: Provide additional information to supplement or amplify the Supervisor's evaluation.							
8. PERSONAL AND PROFESSIONAL QUALITIES: Measures selected qualities which illustrate the individual's character.							
<b>a. INITIATIVE:</b>  Ability to originate and act on new ideas, pursue opportunities to learn and develop, and seek responsibility without guidance and supervision.	1	Postponed needed action. Implemented or supported improvements only when directed to do so. Showed little interest in career development. Feasible improvements in methods, services, or products went unexplored	3	Championed improvement through new ideas, methods, and practices; self-starter. Anticipated problems and took prompt action to avoid or resolve them. Sought opportunities for own career development. Pursued productivity gains and enhanced mission performance by applying new ideas and methods.	5	Aggressively sought out additional responsibility. A self-learner. Made worthwhile ideas and practices work when others might have given up. Extremely innovative. Optimized use of new ideas and methods to improve work processes, decision-making, and service delivery	7 NO
<b>b. JUDGMENT:</b>  Ability to make sound decisions and provide valid recommendations by using facts, experience, common sense, and analytical thought.	1	Decisions often displayed poor analysis. Failed to make necessary decisions, or jumped to conclusions without considering facts, alternatives, and impact. Did not effectively weigh risk, cost, and time considerations.	3	Demonstrated analytical thought and common sense in making decisions. Used facts, data, and experience, and considered the impact of alternatives. Weighed risk, cost and time considerations. Made sound decisions promptly with the best available information.	5	Combined keen analytical thought and insight to make appropriate decisions. Focused on the key issues and the most relevant information, even in complex situations. Did the right thing at the right time. Actions indicated awareness of impact and implications of decisions on others.	7 NO
<b>c. RESPONSIBILITY:</b>  Ability to act ethically, courageously, and dependably and inspire the same in others; accountability for own and others' actions.	1	Actions demonstrated questionable ethics or lack of commitment. Tolerated indifference or failed to hold others accountable. Allowed organization to absorb personnel problems rather than confronting them as required. Tended not to speak up or get involved. Provided minimal support for decisions counter to own ideas.	3	Held self and others personally and professionally accountable. Spoke up when necessary, even when expressing unpopular positions. Supported organizational policies and decisions which may have been counter to own ideas. Committed to the successful achievement of organizational goals.	5	Integrity and ethics beyond reproach. Always held self and others to highest standards of personal and professional accountability. Did the right thing even when it was difficult. Succeeded in making even unpopular policies or decisions work. Actions demonstrated unwavering commitment to achievement of organizational goals.	7 NO
<b>d. PROFESSIONAL PRESENCE:</b>  Ability to bring credit to NOAA through one's actions, competence, demeanor, and appearance.	1	Unaware of general NOAA objectives; uncooperative or biased in interactions. Lost composure in difficult situations. Conveyed poor image of self and NOAA. Ignorant of or sloppy with common military courtesies. Uniform appearance and grooming below standard.	3	Knowledgeable in how NOAA objectives serve the public; cooperative and fair in all interactions. Composed in difficult situations. Conveyed positive image of self and NOAA. Well versed in military etiquette; precise in rendering and upholding military courtesies. Great care in uniform appearance and grooming.	5	Always self-assured, projected ideal NOAA image. Poised in response to others' provocative actions. Contributed leadership role in civilian/military community. Exemplified finest traditions of military customs and protocol. Meticulous uniform appearance and grooming; inspired similar standards in others.	7 NO
<b>e. HEALTH AND WELL BEING:</b>  Ability to invest in NOAA's future by caring for the physical health and emotional well-being of self and others.	1	Failed to meet minimum standards of weight control or sobriety. Tolerated or condoned others' alcohol abuse. Seldom considered others' health and well-being. Unwilling or unable to recognize and manage stress despite apparent need.	3	Maintained weight standards. Committed to health and well-being of self and others. Enhanced personal performance through activities supporting physical and emotional well-being. Recognized and managed stress effectively.	5	Remarkable vitality, enthusiasm, alertness and energy. Consistently contributed at high levels. Optimized personal performance through involvement in activities which supported physical and emotional well-being. Monitored and helped others deal with stress, enhance health and well being.	7 NO
COMMENTS:							



INSTRUCTIONS															
<p><b>PURPOSE:</b> The Officer Evaluation Report (OER) primarily provides information for officer corps promotion, selection, and assignment determinations. Secondary purposes include: (1) prescribing common standards of expected performance; (2) reinforcing NOAA values; and (3) acting as one means of performance feedback for the Reported-on Officer.</p>	<p><b>GUIDING INSTRUCTION:</b> NOAA Corps Directives contain all official guidance on OES requirements.</p> <p><b>RESPONSIBILITIES:</b> All NOAA Corps officers and raters of NOAA Corps officers should be aware of their OES responsibilities as outlined in the NOAA Corps Personnel Manual.</p>														
<p><b>SUBMISSION SCHEDULE:</b></p> <table border="0"> <tr> <td>Grade</td> <td></td> </tr> <tr> <td>Captain</td> <td>April 30</td> </tr> <tr> <td>Commander</td> <td>March 31</td> </tr> <tr> <td>Lieutenant Commander</td> <td>April 30</td> </tr> <tr> <td>Lieutenant</td> <td>May 31</td> </tr> <tr> <td>Lieutenant (Junior Grade)</td> <td>January 31 / July 31</td> </tr> <tr> <td>Ensign</td> <td>March 31 / September 30</td> </tr> </table> <p><b>Notes:</b> An OER period may be extended for up to 92 days (semiannual) under certain conditions. Officers assigned to DUINS follow an annual/semiannual schedule according to school terms.</p>	Grade		Captain	April 30	Commander	March 31	Lieutenant Commander	April 30	Lieutenant	May 31	Lieutenant (Junior Grade)	January 31 / July 31	Ensign	March 31 / September 30	<p><b>PREPARATION CHECKLIST (OPTIONAL):</b></p> <p>Administrative Data and Description of Duties (Sections 1 and 2):</p> <p>___ All fields completed (enter dates in YYYY/MM/DD format; enter only one occasion for report.</p> <p>___ Primary duty underlined or capitalized (no other text enhancements, such as underlining, bolding, or all capital letters, are allowed throughout the OER).</p> <p>___ Attachments listed (only personal award citations, punitive letters, or letter reports for senior service school allowed).</p> <p>Performance Evaluation (Sections 3-5 and 7-8)</p> <p>___ Marks assigned according to standards which most closely describe Reported-on Officer's performance during the period.</p> <p>___ Specific examples cited for each mark which deviated from "4". When applicable, comments on seamanship or airmanship ability are distinct.</p> <p>Comparison or Rating Scale and Potential (Sections 8 and 9):</p> <p>___ Section 8 mark assigned according to the instructive clause on the form.</p> <p>___ Section 9 comments. Describe Reported-on Officer's overall potential for greater responsibility (include, as appropriate, recommendations for promotion, special assignment, and command).</p>
Grade															
Captain	April 30														
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<p><b>TIMELINE:</b></p> <p>21 days before end of period: Reported-on Officer submits to Supervisor a list of significant accomplishments during the period, supporting documents (as required), administrative data required for OER Section 1, and a completed OER page 6.</p> <p>10 days after the period: Supervisor sections of OER due to Reporting Officer.</p> <p>30 days after the period: Supervisor and Reporting Officer sections due to Reviewer. Reviewer sends completed OER to OER Administrator.</p> <p>45 days after the period: OER due to CPC for review and entry into official record.</p>	<p><b>TIPS FOR EFFECTIVE COMMENTS:</b></p> <p>1. Be specific.</p> <p>Concisely describe the performance by relating the action observed and its impact; quantify the action whenever possible and explain why it was important; avoid empty superlatives. Do not repeat the dimensions.</p> <p>2. Save space.</p> <p>Use information bullets; reduce the use of pronouns; use member's name sparingly, if at all; use action verbs and semicolons; and avoid excess words. Acronyms and abbreviations are effective only if they are common to all NOAA communities or are initially defined in the comments.</p> <p>3. Be clear.</p> <p>Don't lose the meaning; watch for cryptic comments.</p>														
<p><b>RESTRICTIONS:</b></p> <p>Raters shall not mention a Reported-on Officer's:</p> <p>(1) First name; (2) Non-selection for promotion, including allusions thereto; (3) Record appeals; (3) Psychological or medical conditions; (4) marital or family status (including pregnancy); or (5) Performance observed outside the reporting period.</p> <p>Raters also shall not:</p> <p>(1) Expressly evaluate or place emphasis on gender, religion, color, race, or ethnic background (applies to both member and third parties); (2) Refer to any third party by name; or (3) Include information which is subject to a security classification.</p>	<p><b>14. Return Address.</b> (Name and address to which a copy is sent after filing the original in the officer's record.)</p>														
<p><b>15. OER Administrator Review:</b></p> <table border="1"> <tr> <td>a. Initials:</td> <td>b. Date:</td> </tr> </table>	a. Initials:	b. Date:	<p><b>PRIVACY ACT STATEMENT</b></p> <p>This information is requested to determine an officer's suitability for promotion or job assignment. Submitting this information is mandatory. Failure to provide it could adversely affect promotion opportunities and job assignments or lead to disciplinary action.</p>												
a. Initials:	b. Date:														